



National Child Care Information Center

A service of the Child Care Bureau



243 Church Street NW, 2nd Floor

Vienna, Virginia 22180

Phone: (800) 616-2242 Fax: (800) 716-2242 TTY: (800) 516-2242

World Wide Web: <http://nccic.org>

SCHOOL-AGE CARE and POSITIVE YOUTH DEVELOPMENT RESOURCES

The following is a sample of [Federal agencies](#), [national organizations](#), and [additional publications](#) that have information about care for school-age children during out-of-school hours including initiatives that foster positive youth development.

FEDERAL AGENCIES

■ AfterSchool.gov

1800 F Street NW, Room 7104

Washington, DC 20405

202-208-1309

World Wide Web: <http://www.afterschool.gov/cgi-bin/home.pl>

AfterSchool.gov offers access to Federal resources that support children and youth during out-of-school hours. Current AfterSchool.gov resources include the following:

- *CCDF and 21CCLC: State Efforts to Facilitate Coordination for Afterschool Programs* (2004), describes the rationale for increased coordination in integrating funding from the Child Care and Development Fund and 21st Century Community Learning Centers, the challenges involved, and emerging strategies for States to consider that allow programs to better utilize both funding sources. This resource is available on the Web at <http://nccic.org/afterschool/CCDF21CCLC.pdf>.
- *Creating a Vision for Afterschool Partnerships* (2004), is designed to help after-school partnerships create a shared vision for their work. It contains information to educate partners on what a vision statement is and the purpose it serves; provides two alternative techniques for creating a vision; and includes a variety of considerations for planning teams as they finalize a vision statement. This resource is available on the Web at <http://nccic.org/afterschool/visioning-tool.pdf>.
- *Estimating Supply and Demand for Afterschool Programs: A Tool for State and Local Policy Makers* (2004), provides a framework for estimating supply and demand—from basic steps to an in-depth review—by summarizing and highlighting experiences in a number of States. This tool describes the ways States and communities have made estimates and includes lessons learned. This resource is available on the Web at <http://nccic.org/afterschool/SupplyDemand.pdf>.

- **U.S. Department of Education**
21st Century Community Learning Centers (21st CCLC)
400 Maryland Avenue SW
Washington, DC 20202
800-USA-LEARN
World Wide Web: <http://www.ed.gov/21stcclc/>

The 21st CCLC program provides expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and State academic standards in subjects, such as reading and math. In addition, 21st CCLC programs provide youth development activities; drug and violence prevention programs; technology education programs; art, music, and recreation programs; counseling; and character education to enhance the academic component of the program. Approximately 7,000 public schools and 2.5 million students nationwide—in collaboration with other public and nonprofit agencies, organizations, local businesses, post-secondary institutions, scientific/cultural and other community entities—are now participating as 21st Century CLCs.

- **U.S. Department of Health and Human Services**
Family and Youth Services Bureau
National Clearinghouse on Families and Youth (NCFY)
P.O. Box 13505
Silver Spring, MD 20911-3505
301-608-8098
World Wide Web: <http://www.ncfy.com>

NCYF links the public to information that helps and supports children and families. NCYF has the following publication available on the Web:

- “Fact Sheet on Youth Development” is located on the Web at <http://www.ncfy.com/ydfactsh.htm>.

- **U.S. Department of Health and Human Services (HHS)**
Family and Youth Services Bureau (FYSB)
YouthInfo
World Wide Web: <http://www.acf.hhs.gov/programs/fysb/youthinfo/index.htm>

The HHS and FYSB designed this Web site for those interested in learning about America’s young people, their development into productive adults and engaged citizens, and ways to help them achieve their full potential. It provides access to a calendar of youth-related events, information on potential funding sources, data about young people, links to other sites on youth issues, and information on approaches to supporting and partnering with young people.

- **U.S. Department of Justice**
Office of Juvenile Justice and Delinquency Prevention (OJJDP)
810 Seventh Street NW
Washington, DC 20531
202-307-5911
World Wide Web: <http://ojjdp.ncjrs.org/>

OJJDP was created to provide national leadership, coordination, and resources to prevent and respond to juvenile delinquency and victimization. OJJDP coordinates with States and local communities in their efforts to develop and implement effective and coordinated prevention and intervention programs and improve the juvenile justice system. The following publication is available on the OJJDP Web site:

- “Competency Training—The Strengthening Families Program: For Parents and Youth 10–14” (August 2000), a *Family Strengthening Series Bulletin*, provides information on a seven-week curriculum designed to bring parents together with their 10- to 14-year-old children with the goal of reducing substance abuse and other problem behaviors in youth. A controlled study demonstrated that both parents and youth that attended the program showed significant positive changes. This publication is located on the Web at <http://www.ncjrs.org/pdffiles1/ojjdp/182208.pdf>.

NATIONAL ORGANIZATIONS

- **The After School Project**
180 West 80th Street, 2nd Floor
New York, NY 10024
646-277-2408
World Wide Web: <http://www.theafterschoolproject.org/index.html>

The After School Project is a national program of The Robert Wood Johnson Foundation (RWJF) focused on bringing young people in low-income neighborhoods and responsible adults together—in quality programs—during out-of-school time. Through sharing what they are learning from their work in three sites where they are creating strong citywide delivery systems for quality after-school programs, the Project plans to strengthen and develop the after-school community of policy-makers, funders, intermediaries, and direct service providers. Their Website provides access to information on the Project’s sites in Boston, Chicago, and the San Francisco Bay Area, as well as reports, papers, meeting highlights, and related resources. The following After School Project publication has information about after-school programs.

- *After-School Grows Up, How Four Large American Cities Approach Scale and Quality in After-School Programs* (October 2004), by Tony Proscio and Basil J. Whiting, provides in-depth studies of four cities—Chicago, Los Angeles, New York, and San Diego—that have, over time, developed highly effective after-school support organizations. While each city’s story is set in a unique political and social landscape, there are common elements in their profiles that the Project believes are fundamental to their successes. Information on how to download or order a hard copy of the report is available on the Web at <http://www.theafterschoolproject.org/RepoProg-list0.html>.

■ **Afterschool Alliance**
1616 H Street NW
Washington, DC 20006
202-347-2030

World Wide Web: <http://www.afterschoolalliance.org/>

The Afterschool Alliance is a nonprofit organization dedicated to raising awareness of the importance of after-school programs and advocating for quality, affordable programs for all children. It is supported by a group of public, private, and nonprofit organizations that share the Alliance's vision of ensuring that all children have access to after-school programs by 2010. The following documents have information about after-school care:

- “Formal Evaluations of the Academic Impact of Afterschool Programs” (September 2004), *Afterschool Alliance Backgrounder*, examines independent evaluations commissioned by the Federal government, State governments, and national organizations, and focuses chiefly on the impact of after-school programs on student academic achievement. The authors conclude that the data and results from these studies demonstrate the positive effect after-school programs have on student academic achievement. Particular attention is paid to the a meta-analysis conducted by Mid-Continent Research for Education and Learning that examines dozens of afterschool studies and a study of selected 21st Century Community Learning Centers programs conducted by Mathematica Policy Research. This resource is available on the Web at http://www.afterschoolalliance.org/documents/Evaluations_Academic_0904.pdf.
- “Formal Evaluations of Afterschool Programs’ Impact on Behavior, Safety and Family Life” (September 2004), *Afterschool Alliance Backgrounder*, focuses chiefly on the impact of after-school programs on student safety, behavior, and discipline, and on the closely related topic of after-school’s effect on parents’ concerns about their children’s safety. The authors note that the evaluations included in this summary amply demonstrate that after-school programs help keep children safe, have a positive impact on behavior and discipline, and help relieve parents’ worries about their children’s safety. This resource is available on the Web at http://www.afterschoolalliance.org/documents/Evaluations_Behavior_0904.pdf.
- *America After 3 PM* (2004), by the Afterschool Alliance, is an in-depth study that explores how America’s children spend their afternoons. It shows that in communities today, 14.3 million children take care of themselves after the school day ends, including almost four million middle school students in 6th–8th grades. Just 6.5 million children are in after-school programs, although the parents of another 15.3 million children say their children would participate in after-school programs if a program were available. The Executive Summary is available on the Web at http://www.afterschoolalliance.org/press_archives/america_3pm/Executive_Summary.pdf.

■ **The Afterschool Investments Project**

The Finance Project

1401 New York Avenue NW, Suite 800

Washington, DC 20005

202-628-4200

World Wide Web: <http://nccic.org/afterschool>

The Afterschool Investments Project is a technical assistance project funded by the Child Care Bureau, Administration on Children and Families, U.S. Department of Health and Human Services. Its purpose is to support Child Care and Development Fund grantees and other State and local leaders in their after-school efforts. The project is maintained by The Finance Project and their partner, The National Governors Association Center for Best Practices.

The Afterschool Investments project has developed State Afterschool Profiles that are available online for every State, as well as the District of Columbia. These include descriptions of key State and local out-of-school time initiatives, as well as quick facts regarding each State's use of Federal funding streams for afterschool. Profiles highlight key developments in the after-school landscape. Users can also view initiatives from multiple States by selecting specific criteria. These profiles are available on the Web at <http://nccic.org/afterschool/statep.html>.

For more information about the project or to submit a request for technical assistance or information, contact The Finance Project at 202-587-1000 or e-mail afterschool@financeproject.org.

■ **Board on Children, Youth and Families (BOCYF)**

The National Academies

500 Fifth Street NW, 11th Floor

Washington, DC 20001

202-334-1935

World Wide Web: <http://www7.nationalacademies.org/bocyf/>

BOCYF addresses a variety of policy-relevant issues related to the health and development of children, youth, and families. It does so by convening experts who provide information from the perspective of the behavioral, social, and health sciences. The Board's Committee on Adolescent Health and Development focuses attention on critical national issues of importance to youth and their families. The Board operates under the National Research Council and the Institute of Medicine of the National Academies.

■ **Center for the Child Care Workforce (CCW/AFTEF)**

A Project of the American Federation of Teachers Educational Foundation (AFTEF)

555 New Jersey Avenue NW

Washington, DC 20001

202-662-8005

World Wide Web: <http://www.ccw.org>

CCW/AFTEF's mission is to improve the quality of early care and education for all children by promoting policy, research, and organizing that ensures the early care and education workforce is well-educated, receives better compensation, and has a voice in their workplace.

CCW/AFTEF's publications include:

- *Creating Better School-Age Care Jobs: Model Work Standards* (2001) notes that the Model Work Standards are designed as an education tool to articulate what school-age providers need in order to have a high-quality work environment; an assessment tool for evaluating how a school-age care program measures up to providing a high-quality workplace; and a planning tool for setting goals to improve job conditions and measuring success.

■ **Charles Stewart Mott Foundation**

Mott Foundation Building
503 South Saginaw Street, Suite 1200
Flint, MI 48502-1851
810-238-5651

World Wide Web: <http://www.mott.org>

The Mott Foundation has made a major commitment to improving community education in order to ensure that community education serves as a pathway out of poverty for children in low-income communities. It has made grants in order to enable the 21st Century Community Learning Centers and other major national, Statewide, and regional initiatives to promote sustainable, community-driven, expanded learning opportunities that support both academic achievement and positive youth development, especially for traditionally underserved children and youth. Publications by the Mott Foundation include the following:

- “Statewide Networks: Shaping the Future of Afterschool” (February 2004), a *Mott Mosaic* Vol. 3, No. 1, by Duane M. Elling, indicates that the need for after-school programs, particularly in low-income and underserved communities, routinely exceeds the available supply. Building partnerships and policies that are committed to the development, sustainability, and replication of quality after-school programs is the overall mission of the nation’s emerging Statewide after-school networks. Support by the Mott Foundation of 18 Statewide networks has totaled \$3.8 million since 2002. Grants provide funding to help launch or enhance Statewide after-school partnerships. This resource is available on the Web at http://www.mott.org/publications/websites/MosaicV3N1/pdf/mosaicv3n1_poverty.pdf.
- *Powerful Pathways: Framing Options and Opportunities for Vulnerable Youth* (October 2001) is a report generated by the Youth Transition Funders Group to advance efforts to support young people. This report is available on the Web at <http://www.mott.org/publications/pdf/SPECIALPwrflPthwys.pdf>.
- *Making Afterschool Count* is a newsletter with information for after-school programs. The following is a sample of *Making Afterschool Count* issues:
 - “Literacy and Afterschool: A Perfect Fit” (September 2001), Vol. 4, No. 1, is available on the Web at <http://www.mott.org/publications/pdf/mascv4n1.pdf>;
 - “Businesses, Schools Work Together” (December 2000), Vol. 3, No. 3, is available on the Web at <http://www.mott.org/publications/pdf/mascv3n3.pdf>;

- “Partnerships with Community-Based Organizations” (October 2000), Vol. 3, No. 2, is available on the Web at <http://www.mott.org/publications/pdf/mascv3n2.pdf>; and
- “Parental Involvement” (June 2000), Vol. 3, No. 1, is available on the Web at <http://www.mott.org/publications/pdf/mascv3n1.pdf>.

■ **Children’s Defense Fund (CDF)**

25 E Street NW
Washington, DC 20001
202-628-8787

World Wide Web: <http://www.childrensdefense.org>

CDF works to reduce the numbers of neglected, sick, uneducated, and poor children in the United States. CDF’s research, public education campaigns, budget and policy advocacy, and coalition building have contributed to millions of children gaining immunizations; health care; child care; Head Start; a right to education; adoptions; a chance to escape poverty; and protections in our child welfare, mental health, and juvenile justice systems. Additional information is available on the Web at <http://www.childrensdefense.org/education/default.asp>.

The following CDF publications relate to out-of-school time care:

- *Facts on Youth, Violence and Crime* (February 2002), is an overview of information on children and youth at risk, including statistics on child victimization, juvenile crime rates, after-school involvement, gun violence, and youth employment. This resource is available on the Web at <http://www.childrensdefense.org/education/prevention/factsheets/youth.asp>.
- *Facts on Black Youth, Violence and Crime* (February 2002), is an overview of information on black children and youth at risk, including statistics on child victimization, juvenile crime rates, after-school involvement, gun violence and youth employment. This resource is available on the Web at <http://www.childrensdefense.org/education/prevention/factsheets/blackyouth.asp>.
- *Key Facts: Essential Information About Child Care, Early Education and School-Age Care* (2003), 2nd ed., is a briefing book that contains a series of fact sheets concerning child care, early education, and school-age care, as well as data and material about policies and programs.
- *Prevention Works!* (January 2001) provides information on prevention strategies that work to keep children safe and out of trouble and is available on the Web at <http://www.childrensdefense.org/education/prevention/factsheets/preventionworks.asp>.

These publications are available from CDF at 202-628-8787 or on the Web at <http://www.childrensdefense.org>:

■ **Child Trends, Inc.**

4301 Connecticut Avenue NW, Suite 350
Washington, DC 20008
202-362-5533

World Wide Web: <http://www.childtrends.org>

Child Trends, Inc. is a nonprofit, nonpartisan research organization dedicated to studying children, youth, and families through research, data collection, and data analyses. In addition to conducting its own research, Child Trends, Inc. works with Federal and State officials and with other researchers to improve the quality, scope, and use of data on children and families. Child Trends, Inc. provides technical assistance to public agencies and private organizations that develop, analyze, and track statistical indicators of children's well-being. Child Trends staff are leading activities by the Family and Child Well-being Research Network of the National Institute of Child Health and Human Development (NICHD) to conceptualize, define, and measure positive child and youth development. The following publications are available from Child Trends:

- *A Good Time: After-School Programs to Reduce Teen Pregnancy* (January 2004), by Jennifer Manlove, Kerry Franzetta, Krystal McKinney, Angela Romano Papillo, and Elizabeth Terry-Humen, provides detailed descriptions of those after-school programs that have been shown through careful research to have a positive impact on adolescent sexual behavior. It also contains practical information on the descriptions, costs, and availability of program curriculum. This resource is available on the Web at <http://www.teenpregnancy.org/works/pdf/goodtime.pdf>.
- *Mentoring: A Promising Strategy for Youth Development* (February 2002) by Susan M. Jekielek, Kristin A. Moore, Elizabeth C. Hair, and Harriet J. Scarupa, focuses on how mentoring programs can significantly improve outcomes for children. The report indicates that successful outcomes are the result of long-term and intensive relationships between mentor and mentee and of well-structured programs. This publication is available on the Web at <http://www.childtrends.org/Files/MentoringBrief2002.pdf>.
- *Academic Achievement Programs and Youth Development: A Synthesis* (January 2002), by Zakia Redd, Stephanie Cochran, Elizabeth Hair, and Kristin Moore, discusses how academic achievement is important for the successful development of young people in contemporary American society. The research shows that students who do well in school are better able to make the transition to adulthood and achieve occupational and economic success. This publication is available on the Web at <http://www.childtrends.org/files/AcademicAchFINAL.pdf>.

■ **Child Welfare League of America (CWLA)**

440 First Street NW, Third Floor
Washington, DC 20001-2085
202-638-2952

World Wide Web: <http://www.cwla.org>

CWLA is the nation's oldest and largest child welfare organization. It is managing a four-year grant from the DeWitt Wallace-Reader's Digest Fund to promote the positive development of

youth in out-of-home care and help them move toward a self-sufficient and productive adulthood. CWLA provides training, technical assistance, and financial support to five member agencies participating in the project. Activities include youth-sponsored and youth-led training; development of independent living curricula; and implementation of guidelines generated by young people for staff and foster parents in independent living programs. This effort is supported by the work of the National Advisory Committee on Independent Living and the National Advisory Committee on Youth Services.

■ **Coalitions of Community Foundations for Youth (CCFY)**

15639 Leavenworth Road

Basehor, KS 66007-9768

800-292-6149

World Wide Web: <http://www.ccfy.org>

CCFY is a network of over 175 community foundations in communities across the United States dedicated to securing improved conditions for children, youth, and families. CCFY is now supported by more than a dozen national foundations and nearly 100 members through voluntary contributions.

■ **Council of Chief State School Officers (CCSSO)**

One Massachusetts Avenue NW, Suite 700

Washington, DC 20001-1431

202-336-7000

World Wide Web: <http://www.ccsso.org/>

CCSSO is a bipartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the States, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-State jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses views to civic and professional organizations, Federal agencies, Congress, and the public. CCSSO works to advance States' efforts for extended learning, particularly with relation to work in low-performing, high-poverty schools in need of improvement. Information about CCSSO's Extended Learning and Development Opportunities project is available on the Web at http://www.ccsso.org/Projects/High_Poverty_Schools_Initiative/Projects/Extended_Learning_and_Development_Opportunities/

■ **Fight Crime: Invest in Kids**

2000 P Street NW, Suite 240

Washington, DC 20036

202-776-0027

World Wide Web: <http://www.fightcrime.org>

Fight Crime: Invest in Kids is a bipartisan, nonprofit anti-crime organization led by police chiefs, sheriffs, prosecutors, victims of violence, and leaders of police officer associations. Fight Crime: Invest in Kids' mission is to look at the research about what works—and doesn't work—to keep kids from becoming criminals. Among the strategies proven to be effective are school readiness and early childhood development programs, good schools, after-school programs, and prevention of child abuse. The following publications are available from Fight Crime: Invest in Kids:

- *America's After-School Choice: The Prime Time for Juvenile Crime or Youth Enrichment and Achievement* (2000) is available on the Web at <http://www.fightcrime.org/index.php>; and
- *America's Front Line against Crime: A School and Youth Violence Prevention Plan* (June 2001), discusses four steps to reduce youth violence, and is available on the Web at <http://www.fightcrime.org/reports/schoolviol.htm>.

■ **The Finance Project**

1401 New York Avenue NW, Suite 800
Washington, DC 20005
202-628-4200

World Wide Web: <http://www.financeproject.org>

The Finance Project is a nonprofit policy research, technical assistance, and information organization created to help improve outcomes for children, families, and communities nationwide. The organization develops and disseminates information, knowledge, tools, and technical assistance to improve policies, programs, and financing strategies. The Finance Project is a partner in administering the Afterschool Investments Project. Additional information about the Afterschool Investments Project is available on the Web at <http://nccic.org/afterschool>. The following publication is available through The Finance Project:

The following *Strategy Briefs* have information for out-of-school-time projects:

- “Finding Resources to Support Rural Out-of-School Time Initiatives” (February 2003), a *Strategy Brief* Vol. 4, No. 1, by Elisabeth Wright, is available on the Web at <http://www.financeprojectinfo.org/Publications/ruralost.pdf>.
- “Financing Transportation Services for Out-of-School Time and Community School Programs (November 2001), a *Strategy Brief* Vol. 2, No. 3, by Barbara Hanson Langford and Michele Gilbert is available on the Web at <http://www.financeprojectinfo.org/Publications/Brief9.pdf>.
- “Financing Facility Improvements for Out-of-School Time and Community School Programs” (August 2000), a *Strategy Brief* Vol. 1, No. 4, by Margaret Flynn and Amy Kershaw is available on the Web at <http://www.financeprojectinfo.org/Publications/Brief4.pdf>.
- “Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives” (February 2000), a *Strategy Brief* Vol. 1., No. 3, by Barbara Hanson Langford is available on the Web at <http://www.financeprojectinfo.org/Publications/Brief3.pdf>.

Additional out-of-school time publications include:

- *Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives* (updated January 2003), by Nancy D. Reder, is available on the Web at <http://www.financeprojectinfo.org/Publications/FundingGuide2003.pdf>.
- *State Legislative Investments in School-Age Children and Youth* (June 2001) highlights trends in State investments in school-age children and youth. Part I examines the landscape of State legislative action regarding supports and services for school-age children and youth. Part II provides a State-by-State catalogue of statutes that provide support for school-age children and youth. This report is available on the Web at <http://www.financeproject.org/oststatepaper.pdf>.

■ **The Forum for Youth Investment**

The Cady-Lee House
7064 Eastern Avenue NW
Washington, DC 20012-2031
202-207-3333

World Wide Web: <http://www.forumforyouthinvestment.org>

The Forum for Youth Investment (The Forum) is dedicated to increasing the quality and quantity of youth investment and youth involvement by promoting a “big picture” approach to planning, research, advocacy, and policy development among the broad range of organizations that help constituents and communities invest in children, youth, and families. The Forum is committed to building connections, increasing capacity, and tackling persistent challenges across the allied youth fields. The following publication is available through The Forum:

- *State Youth Policy: Helping All Youth to Grow Up Fully Prepared and Fully Engaged* (2002), by Thaddeus Ferber and Karen Pittman, discusses how States have put in place scores of youth policies, but illustrates how no State can claim to have a single, coherent youth policy that serves as a lens for assessing and planning individual policies. This publication is available on the Web at <http://www.forumfyi.org/Files/StateYouthPolicy.pdf>.

A list of all publications by the Forum for Youth Investment is available on the Web at <http://forumfyi.org/store/prodpage.cfm>.

■ **International Youth Foundation (IYF)**

32 South Street, Suite 500
Baltimore, MD 21202
410-347-1500

World Wide Web: <http://iyfnet.org>

Currently operating in more than 60 countries, IFY is one of the world’s largest public foundations working to improve the conditions and prospects for young people where they live, learn, work, and play. Established in 1990 to bring worldwide resources to young people in need, IYF works with hundreds of companies, foundations, and civil society organizations to strengthen and “scale up” existing programs that are making a positive and lasting difference in young lives. Over the last decade, IYF and its in-country partners have helped more than 23

million young people gain access to the life skills, education, job training, and opportunities critical to their success. The following publication is available through IYF:

- *What Works in Education Facing the New Century* (2001), by Rosa Maria Torres, International Youth Foundation, is available on the Web at <http://iyfnet.org/uploads/whatworks.pdf>.

- **National AfterSchool Association (NAA)**
[formerly the **National School-Age Care Alliance (NSACA)**]
1137 Washington Street
Dorchester, MA 02124
617-298-5012
World Wide Web: <http://www.naaweb.org/>

NAA is a national membership organization representing the entire array of public, private, and community-based providers of after-school programs. NSACA has over 8,000 members and 36 affiliated State organizations. NSACA promotes national standards of quality school-age care for children and youth 5–14 years of age, and grants accreditation to programs meeting the standards.

- **National Institute on Out-of-School Time (NIOST)**
Wellesley Centers for Women
106 Central Street
Wellesley, MA 02481
781-283-2547
World Wide Web: <http://www.niost.org>

NIOST, at the Center for Research on Women at Wellesley College, has successfully brought national attention to the importance of children's out-of-school time, influenced policy, increased standards and professional recognition, and spearheaded community action aimed at improving the availability, quality, and viability of programs serving children and youth.

The Clearinghouse on the Out-of-School Time Workforce provides practitioners, advocates, policy-makers, researchers, and anyone else interested in building systems to support the out-of-school time workforce with a place to learn and share information about what's working across the country to help build a skilled and stable workforce. The Clearinghouse is a growing database that provides a sampling of what is going on across the country. Submissions about additional workforce initiatives are welcome. The Clearinghouse is available on the Web at <http://www.niost.org/clearinghouse/index.html>.

The following publications are available from NIOST:

- *Links to Learning: A Curriculum Planning Guide for After-School Programs* (2005), develop by NOIST, published by School-Age Notes, offers after-school programs tools for planning a well-balanced program that responds to the increasing call for academics in after-school porgramsw hile addressing the full range of children's developmental needs. It provides an overview of learning and child development; offers tips and tools for selecting, planning, developing, and evaluating after-school activities; and

demonstrates how to link these activities to sample learning and quality standards. In addition, it describes curriculum resources focusing on seven “key learning areas” believed to be central to comprehensive, high-quality, after-school programs. Information about this resource is available on the Web at

<http://www.niost.org/publications/L2LCurriculumGuide.pdf>.

- *Making the Case: A Fact Sheet on Children and Youth in Out-of-School Time* (January 2005) provides information and data that support the need for high-quality, out-of-school-time care. This resource is available on the Web at http://www.niost.org/publications/Factsheet_2005.pdf.
- *Blueprint for Action: Professional Development System for the Out-of-School-Time Workforce*, (November 2004), by Achieve Boston, published by NIOST, focuses on after-school and youth workers in Boston, and the State of Massachusetts. The report provides a synthesis of issues applicable to any State efforts to create or improve professional development systems for, or that include, the out-of-school-time workforce—it discusses plans; key professional development elements, including core competencies, a training system, trainer and training approval processes, a professional registry, and career lattices and pathways; and action steps and recommendations. This resource is available on the Web at <http://www.achievethecore.org/pdf/blueprint%201204.pdf>; the *Executive Summary* is available at <http://www.achievethecore.org/pdf/executive%20summary.pdf>.
- *How Afterschool Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement* (2003), commissioned by the Boston After-School for All Partnership, is a report by NIOST in association with The Forum for Youth Investment (FYI). The authors investigate how after-school programs in Boston can most effectively promote positive youth development as a support to academic achievement. This publication is available on the Web at <http://www.niost.org/WCW3.pdf>.
- *Strategic Plan: Building a Skilled and Stable Out-of-School Workforce* (September 2003), by the National Institute on Out-of-School-Time (NIOST) and the Academy for Educational Development (AED) Center for Youth Development and Policy Research, outlines three system-building recommendations and action steps.. This resource is available on the Web at http://niost.org/about/strategic_plan_building_skilled.pdf.
- *Making the Case: A Fact Sheet on Children and Youth in Out-of-School Time* (January 2003), presents information on children and youth in out-of-school time activities. It describes the advantages of out-of-school time programs for children and describes the out-of-school time workforce and the cost of services. This resource is available on the Web at http://www.niost.org/publications/Factsheet_2003.PDF.

The following videos are available from NIOST:

- *Links to Learning: Supporting Literacy in Out-of-School Time* (2003) and

- *Links to Learning: Supporting Learning in Out-of-School Time Programs* (2002).

■ **National Youth Development Information Center (NYDIC)**

A Project of the National Collaboration for Youth

1319 F Street NW, Suite 601

Washington, DC 20004

877-NYDIC-4-U (877-693-4248)

World Wide Web: <http://www.nydic.org/nydic/>

NYDIC is a project of the National Assembly through its affinity group, the National Collaboration for Youth. It provides practice-related information about youth development to national and local youth-serving organizations at low or no cost. The NYDIC Web site features a database that currently contains over 600 abstracts of youth development reports, journal articles, and other documents. This database can be found on the Web at <http://basis1.calib.com/BASIS/nydic/docs/nydicweb/SF>.

■ **Out-of-School Time Learning and Development Project
@ Harvard Family Research Project (HFRP)**

Harvard Graduate School of Education

Longfellow Hall, Appian Way

Cambridge, MA 02138

617-495-9108

World Wide Web: <http://www.gse.harvard.edu/~hfrp/>

HFRP is working in partnership with other organizations to build the out-of-school time field, with a focus on out-of-school learning and development for children ages 5–13. The project identifies and researches key issues in out-of-school time evaluation, and promotes strategic use of this information to improve the quality, accessibility, and sustainability of out-of-school time programs across the nation.

Out-of-School Time Program Evaluation Database is a collection of profiles of recent evaluations of out-of-school time programs. The profiles can be searched on a wide range of criteria. Each profile includes an overview of the program as well as detailed information about each evaluation report, with links to the actual reports, when available. HFRP adds new profiles and updates existing profiles quarterly. The database is available on the Web at <http://www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html>.

Out-of-School Time Evaluation Snapshots is a series of short publications that distills information compiled in the Out-of-School Time Program Evaluation Database. Each Snapshot examines a specific aspect of out-of-school time evaluation. *Snapshots* include:

- “Detangling Data Collection: Methods for Gathering Data” (August 2004), *Snapshot* No. 5, by Suzanne Bouffard and Priscilla M. D. Little, is available on the Web at <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot5.html>.
- “Engaging With Families in Out-of-School Time Learning” (April 2004), *Snapshot* No. 4, by Erin Harris and Chris Wimer, is available on the Web at <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot4.html>.

- “Performance Measures in Out-of-School Time Evaluation” (March 2004), *Snapshot* No. 3, by Priscilla M. D. Little, Erin Harris, and Suzanne Bouffard, is available on the Web at <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot3.html>.
- “A Review of Activity Implementation in Out-of-School Time Programs” (August 2003), *Snapshot* No. 2, by Suzanne Bouffard and Priscilla M. D. Little, is available on the Web at <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot2.html>.
- “A Review of Out-of-School Time Program Quasi-Experimental and Experimental Evaluation Results” (July 2003), *Snapshot* No. 1, by Priscilla M. D. Little and Erin Harris, is available on the Web at <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot1.html>.

Issues and Opportunities in Out-of-School Time Evaluation Briefs include the following resources:

- Number 8: “Promoting Quality Through Professional Development: A Framework for Evaluation” (August 2004), by Suzanne Bouffard and Priscilla M. D. Little, is available on the Web at <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief8.html>.
- Number 7 “Understanding and Measuring Attendance in Out-of-School Time Programs” (August 2004), by Sandra Simpkins Chaput, Priscilla M. D. Little, and Heather B. Weiss, is available on the Web at <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief7.html>.
- Number 6: “Moving Beyond the Barriers: Attracting and Sustaining Youth Participation in Out-of-School Time Programs” (July 2004), by Sherri Lauver, Priscilla M. D. Little, and Heather B. Weiss, is available on the Web at <http://www.gse.harvard.edu/~hfrp/content/projects/afterschool/resources/issuebrief6.pdf>.
- Number 5: “Why, When, and How to Use Evaluation: Experts Speak Out” (June 2003), by Heather B. Weiss and Priscilla M. D. Little, is available on the Web at <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief5.html>.
- Number 4: “Beyond the Head Count: Evaluating Family Involvement in Out-of-School Time” (August 2002), by Margaret Caspe, Flora Traub, and Priscilla M. D. Little, is available on the Web at <http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief4.html>.
- Number 3: “Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs” (September 2002), by Priscilla M. D. Little, Sharon DuPree, and Sharon Deich, is available on the Web at <http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/issuebrief3.pdf>.
- Number 2: “Evaluation of 21st Century Community Learning Center Programs: A Guide for State Education Agencies” (April 2002), by Priscilla M. D. Little, Flora Traub, and

Karen Horsch, is available on the Web at
<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief2.html>.

- Number 1: “Youth Involvement in Evaluation & Research” (February 2002), by Karen Horsch, Priscilla M. D. Little, Jennifer Smith, Leslie Goodyear, and Erin Harris, is available on the Web at
<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief1.html>.

Additional HFRP publications include:

- “Evaluating Out-of-School Time Program Quality” (Spring 2004), an *Evaluation Exchange* Issue Vol. X, No. 1, explores issues in the out-of-school time field. Its focus is assessing and improving the quality of out-of-school time and youth development programs. Articles cover innovative methodologies and new technology systems for assessing quality, strategies for recruitment and retention, and understanding and measuring participation. This resource is available on the Web at
<http://www.gse.harvard.edu/hfrp/content/eval/issue25/spring2004.pdf>.
- *Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations: Major Minor Funding Source Descriptions* (2003), lists major and minor Federal funding sources for out-of-school time programs. A short description of each funding source and accountability requirements are presented. Major funding sources include: 21st Century Community Learning Centers, Child Care and Development Block Grant, GEAR UP, Juvenile Mentoring Program, Safe and Drug Free Schools, Safe Schools/Healthy Students, and Temporary Assistance for Needy Families. Minor funding sources include: Afterschool Snacks; Children, Youth, and Families at Risk; Community Development Block Grants; Gang Free Schools and Communities; Local Law Enforcement Block Grants; Reading Excellence; Safe Futures; The Social Services Block Grant; Star Schools; Title I; and Weed and Seed. This resource is available on the Web at
<http://www.gse.harvard.edu/hfrp/projects/afterschool/resources/fundingfacts.html>.
- *Evaluating Municipal Out-of-School Time Initiatives: Learning From the Field* (2002), by Priscilla Little and Flora Traub, reviews evaluation questions, methods, approaches, and indicators being used by cities across the country to expand the knowledge base about out-of-school time (OST) programs. The 15 city-level OST programs/initiatives included in the review are listed. City initiatives are conducting both formative and summative evaluations in order to answer a broad range of evaluation questions. City OST initiatives are using many different methods to gather data about the functioning and impact of their programs. A chart of measures and data sources for outcome areas is included. Cities have many examples to draw from as they begin to create their own evaluations of OST initiatives. This resource is available on the Web at
<http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/municipal.pdf>.

■ **Public/Private Ventures (P/PV)**

2000 Market Street, Suite 600

Philadelphia, PA 19103

215-557-4400

World Wide Web: <http://www.ppv.org/>

P/PV is a national nonprofit organization that seeks to improve the effectiveness of social policies and programs. P/PV designs, tests, and studies initiatives that increase supports, skills, and opportunities of residents of low-income communities; works with policy-makers to see that the lessons and evidence produced are reflected in policy; and provides training, technical assistance, and learning opportunities to practitioners based on documented effective practices. The following are P/PV publications:

- *After-School Pursuits: An Examination of Outcomes in the San Francisco Beacon Initiative* (March 2004), by Karen E. Walker and Amy J.A. Arbreton, published by Public/Private Ventures, presents findings from an evaluation of the San Francisco Beacon Initiative (SFBI). It notes that after-school programs with a broad range of high-quality activities can attract and serve large numbers of ethnically diverse and academically needy youth. The authors found that the SFBI provides rich information about how to implement strong programs providing opportunities that contribute to positive social development. The findings indicate that after-school programs that have a primary interest in improving academic achievement will need a sharper focus on academic study than was typically seen in the SFBI. This resource is available on the Web at http://www.ppv.org/ppv/publications/assets/168_publication.pdf. Related documents are available on the Web at http://www.ppv.org/ppv/youth/youth_publications.asp?section_id=8#pub168.
- *Multiple Choices After School: Findings from the Extended-Service Schools Initiative* (June 2002) discusses how communities across the nation are realizing that after-school programs help children become responsible, productive citizens of tomorrow, while helping their parents be responsible, productive citizens today. As a result, new programs are springing up all over the country. This publication is available on the Web at http://www.ppv.org/ppv/publications/assets/116_publication.pdf.
- *Challenges and Opportunities in After-School Programs: Lessons for Policymakers and Funders* (April 2001), by Jean Baldwin Grossman, Karen Walker, and Rebecca Raley, describes the benefits and challenges involved in locating after-school programs in schools. It describes the experience of broad-based initiatives and cites considerations that policy-makers, funders, and the public should take into consideration as programs are planned and funded. This resource is available on the Web at http://www.ppv.org/ppv/publications/assets/120_publication.pdf.

■ **School-Age NOTES**

P.O. Box 40205

Nashville, TN 37204-0205

800-410-8780

World Wide Web: <http://www.schoolagenotes.com/>

School-Age NOTES develops and provides information, technical assistance, and resources concerning children and youth in out-of-school settings.

■ **Urban Institute**

2100 M Street NW

Washington, DC 20037

202-833-7200

World Wide Web: <http://www.urban.org/>

The Urban Institute is a nonprofit, nonpartisan policy research and educational organization established to examine the social, economic, and governance problems facing the nation. It provides information and analysis to public and private decision-makers to help them address these challenges, and strives to raise citizen understanding of these issues and tradeoffs in policy making. The following report is available from the Urban Institute:

- *What Happens When the School Year Is Over? The Use and Costs of Child Care for School-Age Children during the Summer Months* (June 2002), part of the “Assessing the New Federalism” series, discusses a systematic examination of child care patterns among 6- to 12-year-old children during the summer months and analyzes two key aspects of summer child care: the types of arrangements used for school-age children while their primary caretaker is working and the amount families with school-age children spend on child care. The report also addresses aspects of child care separately for children of different ages and for children from families with different incomes. This publication is available on the Web at http://www.urban.org/UploadedPDF/310497_OP58.pdf.

■ **The Wallace Foundation**

Two Park Avenue, 23rd Floor

New York, NY 10016

World Wide Web: <http://www.wallacefunds.org>

The Wallace Foundation concentrates on three areas: developing effective educational leaders for schools and districts to improve student learning; providing high-quality informal learning opportunities for children and families, especially in low-income communities; and promoting new standards of practice that enable arts and cultural institutions to diversify, broaden and deepen relationships with their audiences.

The Out-of-School Learning initiative builds on the foundation's long legacy in supporting youth development, after-school, urban parks, libraries, literacy and other cultural programs. Together, with city leadership, the Foundation seeks to capture the lessons about using public and private resources effectively to sustain high-quality out-of-school systems and disseminate those lessons nationally to a rapidly growing field. Additional information about the Out-Of-School Learning initiative is available on the Web at

<http://www.wallacefunds.org/WF/GrantsPrograms/FocusAreasPrograms/Out-Of-SchoolLearning/>.

ADDITIONAL PUBLICATIONS

■ *The After-School Hours: A New Focus for America's Cities* (February 2005), by the National League of Cities, spotlights eight successful community initiatives, in Charlotte, North Carolina; Fort Worth, Texas; Fresno, California; Grand Rapids, Michigan; Indianapolis, Indiana; Lincoln, Nebraska; Spokane, Washington; and Washington, D.C. The thirty-month project sought to assist local communities in improving and expanding after-school programs while illustrating the leadership roles that mayors and city council members can play. The project was sponsored by the Charles Stewart Mott Foundation. This resource is available on the Web at <http://fconline.fdncenter.org/pnd/1076/nlc/afterschool>.

■ *Building and Sustaining After-School Programs: Successful Practices in School Board Leadership* (2005), produced by the National School Boards Association (NSBA), reports on ways that school boards are supporting after-school and summer programs. It features eight school districts whose boards are providing strategic and innovative leadership for after-school programs through policy and partnerships. This document was produced through NSBA's Extended-Day Learning Opportunities (EDLO) program, funded by the Charles Stewart Mott Foundation. This resource is available on the Web at <http://www.nsba.org/site/docs/34300/34244.pdf>.

■ *All Work and No Play? Listening to What Kids and Parents Really Want from Out-of-School Time* (November 2004), by Ann Duffett and Jean Johnson, published by Public Action, explores how young people spend time when they are not in school and what they and their parents want and do not want from out-of-school time activities. The study is based primarily on two national random-sample surveys conducted in June 2004. The *Executive Summary* is available on the Web at http://www.publicagenda.org/research/pdfs/all_work_no_play_exec_summary.pdf. Additional information about this resource is available on the Web at http://www.publicagenda.org/research/research_reports_details.cfm?list=2.

■ *When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program: New Findings* (October 2004), by Mark Dynarski, Susanne James-Burdumy, Mary Moore, Linda Rosenberg, John Deke, and Wendy Mansfield, conducted by Mathematica Policy Research for the National Center for Education Evaluation and Regional Assistance, U.S. Department of Education, is the second installment of the 21st Century Community Learning Centers Program. It updates the findings for middle school students using another year of follow-up data and presents first year findings for elementary school students using a larger number of elementary school programs. The report shows mixed results. Elementary students who attended Federally funded, school-based after-school programs reported feeling safer, and middle schoolers missed less school and had higher expectations for graduating from college than nonparticipants. At the same time, there were few impacts on academic outcomes, such as test scores and grades. Some advocates note that students'

participation varied, with some children attending only once a week. This resource is available on the Web at <http://www.mathematica-mpr.com/publications/PDFs/21stnewfindings.pdf>.

■ *FRAC Nourish Their Bodies, Feed Their Minds: Funding Opportunities and Nutrition Resources for Afterschool Programs* (May 2004), by the Food Research and Action Center (FRAC), published by the National Dairy Council, explains the basics of Federal child nutrition programs. It offers a step-by-step guide on how to access these crucial funding sources, and it provides valuable information on the resources available to after-school programs for nutrition education. This resource is available on the Web at http://www.frac.org/Afterschool_Guide.pdf.

■ *Promoting Emotional and Behavioral Health in Preteens: Benchmarks of Success and Challenges Among Programs in Santa Clara and San Mateo Counties: Final Report to the Lucile Packard Foundation for Children's Health on The Foundation's Area 2 Grantmaking Strategy* (May 2004), by Julie Goldsmith, Amy J.A. Arbretton, and Molly Bradshaw, prepared by Public/Private Ventures for the Lucile Packard Foundation, describes the results of a two-year study to assess the effectiveness of the foundation's youth development grantmaking program and to offer lessons for future grantmaking endeavors. The study describes benchmarks of quality programs for youth and strategies for addressing common program challenges, such as staff retention, engaging parents, and providing services to children ages 9–3. This resource is available on the Web at <http://www.lpfch.org/grantmaking/ppvevalfull.pdf>.

■ *Before- and After-School Care, Programs, and Activities of Children in Kindergarten Through Eighth Grade: 2001* (April 2004), by the National Center for Education Statistics (NCES), provides insight into the complex and varied ways kindergarten through 8th graders in the nation spend their time out of school. Some spend time with a relative or a nonrelative in a home setting. Others spend time in center- or school-based programs or organized activities that are aimed toward their enrichment or enjoyment. Still others are responsible for themselves during out-of-school time. Data used for this report come from the Before- and After-School Programs and Activities Survey of the 2001 National Household Education Surveys Program. This resource is available on the Web at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004008>.

■ *Partnerships for After-School Success Tool Kits* (February 2004), by the National Collaboration for Youth, offers tips, suggestions, and resources on how schools and community-based organizations (CBO) can work together to create and maintain a healthy, positive partnership and have a real impact on youth. The toolkits provide research supporting the need for school-CBO partnerships; successful strategies for creating and sustaining partnerships; and checklists and tools. Major sources of after-school funding are listed. Strategies for creating and sustaining partnerships are included. This resource is available on the Web at <http://www.nydic.org/nydic/toolkits/index.htm>.

■ *The Effectiveness of Out-of-School-Time Strategies in Assisting Low-Achieving Students in Reading and Mathematics: A Research Synthesis* (January 2004) by Patricia A. Lauer, Motoko Akiba, Stephanie B. Wilkerson, Helen S. Apthorp, David Snow, and Mya Martin-Glenn of the Regional Educational Laboratory, prepared for the Institute of Education Sciences, U.S. Department of Education, reviews only studies that used comparison or control groups to reach conclusions, and it provides separate analyses of out-of-school time strategies for student achievement in reading and in mathematics. In addition to the analyses of study outcomes, the syntheses of reading and mathematics studies described some common features in each content area. In reading, these were the links between student attendance and student achievement, the importance of staff quality, the development of academic and social skills, the implementation of a well-defined reading curriculum, and the prevention of learning loss. Common features highlighted in the mathematics studies were additional time for remediation, the use of tutoring, the use of counseling and mentoring, and the combination of recreation with mathematics instruction. This resource is available on the Web at http://www.mcrel.org/PDF/SchoolImprovementReform/5032RR_RSOSTeffectiveness.pdf.

■ *The Impact of After-School Programs: Interpreting the Results of Four Recent Evaluations* (January 2004), by Thomas J. Kane, is a working paper of the William T. Grant Foundation that summarizes the results of four evaluations in order to draw the lessons that have been learned and to identify the unanswered questions. The following four evaluations are discussed:

- *When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program* (January 2003) conducted by Mathematica Policy Research and Decision Information Resources;
- *Supporting Quality and Scale in After-School Services to Urban Youth: Evaluation of Program Implementation and Student Engagement in the TASC After-School Program's Third Year* (March 2002), conducted by Policy Studies Associates report to The After-School Corporation (TASC);
- *Multiple Choices After School: Findings from the Extended-Service Schools Initiatives* (June 2002), by Public/Private Ventures; and
- *San Francisco Beacons Initiative Final Report Draft* (May 2003), by Karen Walker and Amy J.A. Arbreton.

This resource is available on the Web at http://www.wtgrantfoundation.org/usr_doc/After-school_paper.pdf.

■ *Youth Development Worker Competencies* (January 2004), by the National Collaboration for Youth of the National Assembly of Health and Human Service Organizations, lists knowledge, skills, and personal attributes needed by entry-level youth development workers for effective youth development practice. This resource is available on the Web at <http://www.nydic.org/nydic/documents/Competencies.pdf>.

■ *Experience After School: Engaging Older Adults in After-School Programs: An Experience Corps Toolkit* (2004), by Experience Corps, is a toolkit designed to provide practical, hands-on information to existing after-school program staff and senior service organizations

interested in partnering with after-school programs. Contents include information on effective ways to design programs; recruit, support, and retain older adults; estimate the costs involved; and evaluate the program's effectiveness. In addition, the guide includes sample materials from Experience Corps sites, including recruitment fliers, volunteer applications, and training agendas. This resource is available on the Web at <http://www.experiencecorps.org/images/pdf/toolkit.pdf>.

■ *Evaluating the Impact of Teacher Training on OST Program Quality: Summary of Literature Search* (December 2003), by Noemi Maldonado, published by the Out-of-School Time Resource Center, summarizes resources that address the impact of teacher training upon out-of-school time program quality. This resource is available on the Web at <http://www.ssw.upenn.edu/ostrc/research.html>.

■ *The National Evaluation of 21st-Century Learning Centers: A Critical Analysis of First-Year Findings* (July 2003), by Joseph L. Mahoney and Edward F. Zigler, Department of Psychology, Yale University, presents a critical analysis of the *National Evaluation of the 21st Century Community Learning Centers (21CCLC)* (2003) by Mathematica Policy Research, Inc. It describes recent trends in the need for, and growth of, after-school programs in the United States. The document then provides a brief description of the 21CCLC National Evaluation and an assessment of the strengths and weaknesses of this evaluation with reference to common standards of rigorous program evaluation. Issues related to the evaluation's goals, timing, research design, measurement, and analytic strategies are discussed. The authors conclude that first-year findings from the national evaluation do not provide a scientific basis for making decisions or reducing funding of the 21CCLC programs. This resource is available on the Web at <http://pantheon.yale.edu/%7Ejlm79/Critique-Full.pdf>.

■ *Critical Hours: Afterschool Programs and Educational Success* (May 2003), by Beth M. Miller, published by the Nellie Mae Education Foundation, examines the effects of out-of-school time on children during early adolescence, spanning the years from 10 to 14. It explores the links between out-of-school time and success, especially for early adolescents. The report combines knowledge gleaned from education, psychology, child development, recreation, and other areas to create a picture of after-school programs and pays special attention to the role programs can play in promoting students' academic success. This resource is available on the Web at http://www.nmefdn.org/uimages/documents/Critical_Hours.pdf.

■ *Expanded Learning Opportunities Programs: A Review of Research and Evaluations on Participant Outcomes in School Readiness and After-School Programs* (March 2003), eds. Elizabeth G. Brown, Errin M. McComb, and Catherine Scott-Little, published by Southeastern Regional Vision for Education (SERVE), reviews the research and evaluation literatures associated with two types of expanded learning opportunities (ELO) programs: school readiness initiatives and after-school programs. While both the school readiness and the after-school literature suggest that children's cognitive development or academic achievement can be positively impacted by these ELOs, the data from both areas are mixed. In both cases, at least half of the studies that examined the impact of the program on cognitive development or academic achievement did not report significant differences between control groups and comparison groups. Program impacts on participants' social-emotional development were

examined in both the school readiness and the after-school literature. Generally, results in the social-emotional domain indicate positive outcomes, particularly for after-school programs. Findings support the notion that these programs are associated with positive outcomes, ranging from improved academic achievement to lower incidence of criminal behavior. This resource is available on the Web at <http://www.serve.org/downloads/May%202003%20Catherine%204-17%20Synthesis%20full%20report%20for%20the%20web.%85.pdf>

■ *Out-of-School Time Program Evaluation: Tools for Action* (2003), by Elke Geiger and Brenda Britsch, published by Northwest Regional Educational Laboratory, summarizes a portion of the research on out-of-school time evaluation and provides resources for further information. Methods of analyzing and displaying data are suggested so that accomplishments can be documented for present and future grantors. Recommendations are offered based on the existing research to help guide programming and evaluation efforts. Survey instruments are included in the appendices. This resource is available on the Web at http://www.nwrel.org/ecc/21century/publications/ost_tools.pdf.

■ *When Schools Stay Open Late: The National Evaluation of the 21st-Century Community Learning Centers Program: First Year Findings* (2003), by Mark Dynarski, Carol Pistorino, Mary Moore, Tim Silva, John Mullens, John Deke, Philip Gleason, Wendy Mansfield, Susanne James-Burdumy, Sheila Heaviside, Linda Rosenberg, and Daniel Levy, conducted by Mathematica Policy Research for the Office of the Undersecretary, U.S. Department of Education, examined the characteristics and outcomes of typical 21st-Century Community Learning Centers programs and did not attempt to define or identify the characteristics of the best programs. Most grantees that were part of the study had operated some type of after-school program before receiving a 21st-Century grant and were using their grant funds to expand or modify their services and activities. About 65 percent of middle school grantees and about 57 percent of elementary school grantees in the study had operated after-school programs in one or more schools that were part of the 21st-Century grant. This report is available on the Web at <http://www.mathematica-mpr.com/publications/PDFs/whenschools.pdf>.

■ *Supporting Quality and Scale in After-School Services to Urban Youth: Evaluation of Program Implementation and Student Engagement in the TASC After-School Program's Third Year* (March 2002), prepared by Policy Studies Associates, Inc. for The After-School Corporation (TASC), describes the implementation of TASC projects in Year 3, focusing on an evaluation sample of projects in New York City that received initial TASC grants in either Year 1 (1998-99) or Year 2 (1999-2000). It notes that compared to their programming in Year 2, these second- and third-year projects increased their focus on educational support and enrichment during the after-school hours. Information on the instructional methods used by projects suggests that they were gradually adopting strategies capable of promoting student engagement in learning and in other positive developmental experiences. The Executive Summary is available on the Web at <http://www.policystudies.com/studies/youth/Y3%20TASC%20Exec%20Summ%20Final%20Revised.pdf>.

The National Child Care Information Center does not endorse any organization, publication, or resource.